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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 10 Term: 3**

**Name / Theme or Unit: Evaluating Style**

**Time Frame: 2 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will learn about the elements of writing style. They will read two different selections of radically different style and learn vocabulary and critical thinking skills to analyze the style of each of them. They will then compose stories in comic strip form and using the elements of the style learned. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  10.3 Begin using SAT vocabulary preparation materials and the use of context clues, root words, activating prior knowledge, process of elimination.  10.10 Analyze how authors reveal characters directly and indirectly and use specific examples to demonstrate understanding  10.12 Analyze how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text; find specific examples to demonstrate understanding.  10.13 Recognize and identify figurative language, imagery, allegory, and symbolism in various literary text.  10.14 Have a basic understanding of the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.  10.15 Find and compare various examples of diction to show understanding of the term  10.28 Effectively use literary elements in narrative writing such as plot, voice, literary devices, and tone.  10.29 Produce narrative writing that engages higher level critical thinking skills though topic or literary selection choice,  10.56 Deliver oral responses to literature that show an understanding of the main idea and purpose of the author | |
| **Essential questions:**   1. What are the elements that make one author’s style distinct from another’s? 2. How do authors use a particular style of writing to achieve a particular artistic purpose with their work? 3. What effect does writing style have on our experience of a piece of literature? | **Expected language:**  Style, diction, sentence length, mood, tone, figurative language (metaphor, simile, personification), imagery, magic realism, satire, irony |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Style Practice – Rewriting a sentence in different styles (in Style power point attached)  “Geraldo No Last Name” brief setting description (see below)  Textbook Questions “Geraldo No Last Name” - #1-10 p. 562.  “Geraldo No Last Name” Stylish reading (see below)  Vocabulary Game (words and definitions attached)  Reading notes on “A Very Old Man With Enormous Wings”  “A Very Old Man…” Text questions p. 598 #1-5, 7, 9, + 4 multiple choice questions written by the student (see below)  Magic Realism Cartoon Assignment (attached)  “A Very Old Man…” / Style Test (attached) | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| Students will begin the Unit by discussing what the word “Style” means to them in terms of clothing, sports, music, etc. They will then read a single statement written on the board by the teacher 3 times in 3 different writing styles: one in a simple, terse style; one in an ornate, highly figurative style; and one in a humorous style. The teacher will then guide them through some basic description of what the difference is between the 3 passages and introduce them to some vocabulary for defining style.  Next, students will take notes and view examples from a power point on Style (attached). At the end, in small groups, they will take a simple sentence given to them by the teacher and rewrite it in a 1. complex, ornate style 2. informal, conversational style 3. poetic, figurative style 4. humorous style. The group will receive a mark for the examples.  Next students will view a power point for the story “Geraldo No Last Name,” and discuss the painting in the power point to make a connection to Colombian dance culture. The teacher will play some salsa music as a background and they will each write a brief description of the setting in a typical salsa club, describing some of the sights, sounds and general atmosphere. After sharing their answers, they will discuss what kind of writing style could portray the feeling of that kind of a scene.  The teacher will read out the story once without stopping, then after letting students comment on the diction, sentence length, etc. read it out again with more dramatic emphasis and point out distinctive examples of the author’s style. Students will then complete the textbook questions #1-10 p. 562 in pairs. Afterwards, when students have a firmer grasp of the **artistic purpose** behind the choice of style (to convey the feeling of being at a party, to comment on the anonymous, second-class-citizen status of illegal immigrant Mexicans in the United States), students will then each practice and read out a section of the story to the class. Each student will make their own choices about where to pause, which parts to emphasize, where to read quickly, where to speak louder or softer, etc.  In preparation for reading “A Very Old Man With Enormous Wings.” Students will then acquire some new vocabulary by playing a game (vocabulary words attached). Students will each write the words and definitions down on a piece of paper, and then form teams of 3 or 4. One by one, a member of each team will come to the front of the room and face the class while the teacher writes one of the words on the board behind them. Their team will then give them hints about what the word is using only synonyms, the definition, what part of speech it is, example sentences using the word (with the word itself left out). The team will get a point for a correct guess, plus another for spelling the word correctly.  Students will then have an introduction to Magic Realism through viewing and discussing several pictures (attached) and watching a short video describing some of the elements of Magic Realism Style in the film “Like water for Chocolate.”  Before beginning the reading, students will copy down a methodology for comprehension note-taking:  1. **Read** a paragraph that you want to take notes from and look clearly at the topic sentence  2. **Understand** - look up words you don't know in the dictionary, try to paraphrase or restate the difficult parts in your own words to figure out what the author is saying  3. **Main Idea** - Find the most important idea that you think are worth remembering  4. **Summarize** - the ideas and facts into a few brief point-form notes  The students will be asked to take detailed notes about important events in the plot of the story, distinctive examples of style that they notice (diction, sentence length, elements typical of Magic Realism), and vocabulary words (with definitions) that they previously did not know. These will be handed in for marks.  The teacher will read the first paragraph of the “A Very Old Man With Enormous Wings,” 2 times slowly, and then orally go through all of the steps above, defining words, etc. and then finally writing down a note for all the students to copy from the board. The teacher will proceed through the story in this manner, doing less and less of the interpreting and note-taking and allowing the students to take over more and more. Finally, by the last 3rd of the story, the teacher will simply read the story bit by bit, repeating parts, or defining words when needed and taking pauses for the students to take their own notes. Then, using their notes, students will answer the questions p. 598 #1-5, 7, 9 and then create and answer 4 multiple choice questions of their own. 2 on the plot, and 2 on the style (some of these can be incorporated into the test)  Next, students will create comic strips (assignment attached) using elements of magic realism.  They will write a test on Style, “A Very Old Man With Enormous Wings,” and the vocabulary learned (attached) | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Video clip Magic Realism in “Like Water for Chocolate”  Magic Realism pictures  Holt Language and Literature Text: “Geraldo No Last Name,” “A Very Old Man With Enormous Wings”  Teacher Created Resources | |

At the end of the unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_

REFLECTIONS: